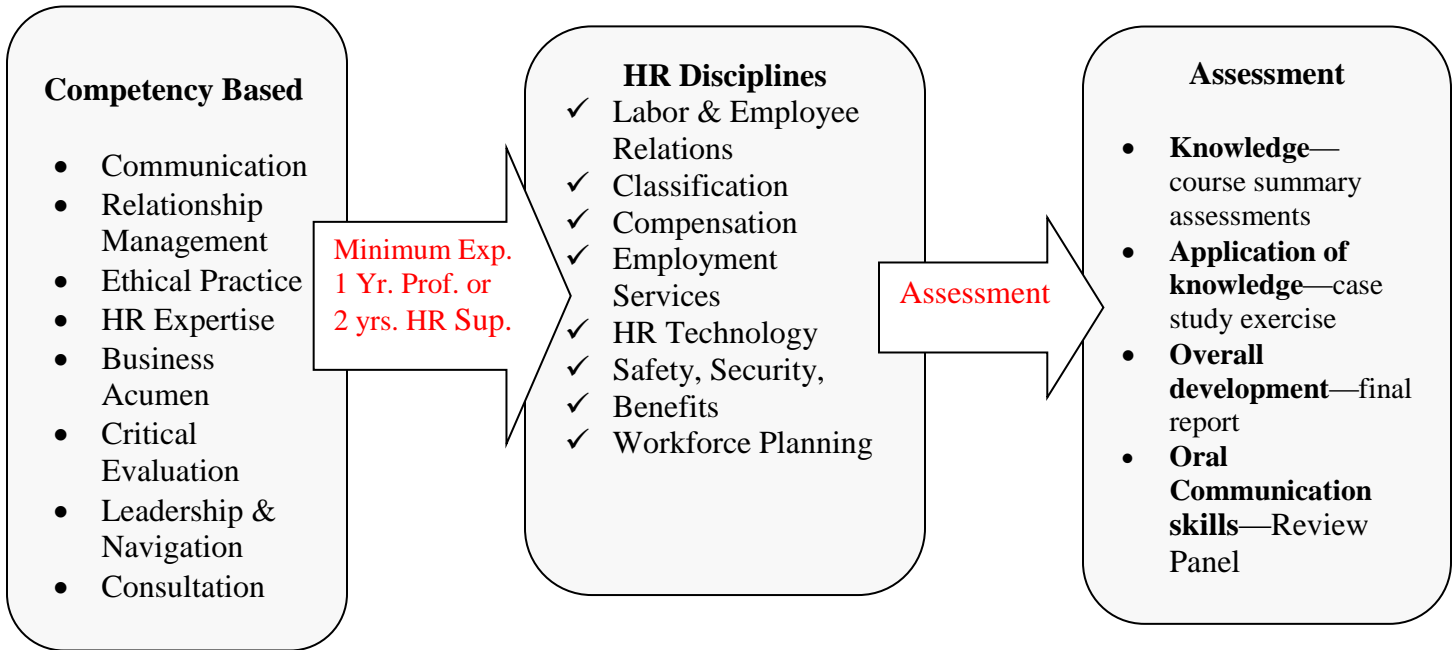


## Human Resource Certification (HRC) Program Model

Up to five year self-paced program, that develops six core competencies, linking knowledge, skills and abilities to Merit System HR functions, at the Professional HR Specialist career ladder entry level. Certification requires meeting an element of both experience and knowledge that supports statewide HR Merit system succession planning.



- **Curriculum:**
  - 27 required courses.
- **Objectives:**
  - Understand, Application and Analytical levels.
- **Competency Based:**
  - Core Competencies required at the HR Professional entry level through executive career level.
- **Experience Requirement:**
  - Minimum one year experience satisfactorily performing professional HR activities in a State of Delaware merit system human resource office **or** Minimum two years of experience satisfactorily performing merit system HR support functions such as: reviewing HR transactions for accuracy and compliance with merit rules, preparing HR documents for processing, providing routine information for employees and applicants in an HR functional area; or preparing memos, letters and general correspondence to support a State of Delaware merit HR Office function.
- **Assessments**
  - Assess knowledge, ability to apply knowledge, and experience gained.

## Detailed HR Competencies

The HR Competencies identify **what it takes to be a successful** HR professional, from early to executive career level. They provide the **foundation** throughout the HR lifecycle. In addition, they help organizations ensure that HR professionals are proficient in the critical competencies necessary to **solve today's most pressing people issues** and deliver highly effective HR strategies.

<p><b>Communication:</b> The ability to effectively exchange information with stakeholders.</p> <ul style="list-style-type: none"> <li>• <b>Verbal &amp; Written Communication:</b> Provides clear, concise information to others in verbal, written, electronic and other communication formats for public and organizational consumption</li> <li>• <b>Feedback:</b> Provides constructive feedback effectively</li> <li>• <b>Facilitation:</b> Leads effective and efficient meetings</li> <li>• <b>Active Listening:</b> Listens actively and empathetically to the views of others</li> <li>• <b>Persuasion:</b> Helps others consider new perspectives</li> <li>• <b>Diplomacy:</b> Welcomes the opportunity to discuss competing points of view</li> </ul>	<p><b>Relationship Management:</b> The ability to manage interactions to provide service and to support the organization.</p> <ul style="list-style-type: none"> <li>• <b>Credibility:</b> Establishes credibility in all interactions</li> <li>• <b>Community Relations:</b> Manages internal and external relationships in ways that promote the best interest of all parties</li> <li>• <b>Business Networking:</b> Demonstrates ability to effectively build a network of contacts at all levels with the HR function and in the community both internally and externally</li> <li>• <b>Teamwork:</b> Fosters effective team building among stakeholders</li> <li>• <b>Customer Service:</b> Provides customer service to organizational stakeholders</li> <li>• <b>Mutual Respect:</b> Treats all stakeholders with respect and dignity</li> </ul>
<p><b>Ethical Practice:</b> The ability to integrate core values, integrity and accountability throughout all organizational and business practices.</p> <ul style="list-style-type: none"> <li>• <b>Integrity:</b> Acts with personal, professional and behavioral integrity</li> <li>• <b>Rapport Building:</b> Manages political and social pressures when making decisions</li> </ul>	<p><b>HR Expertise (HR Knowledge):</b> The knowledge of principles, practices and functions of effective human resource management</p> <ul style="list-style-type: none"> <li>• <b>Risk Management:</b> Remains current on relevant laws, legal rulings and regulations</li> <li>• <b>Strategic Business Management:</b> Delivers customized human resource solutions for organizational challenges</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Courage:</b> Responds immediately to all reports of unethical behavior or conflicts of interest</li> <li>• <b>Professionalism:</b> Recognizes personal bias and others' tendency towards bias, and takes measures to mitigate the influence of bias in business decisions</li> <li>• <b>Trust Building:</b> Empowers all employees to report unethical behavior or conflicts of interest without fear of reprisal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Workforce Planning:</b> Seeks process improvement through numerous resources</li> <li>• <b>Human Resource Development:</b> Seeks professional HR development</li> <li>• <b>HR Technology:</b> Use core business and HR-specific technologies to solve business challenges</li> </ul>
<p><b>Business Acumen:</b> The ability to understand and apply information to contribute to the organization's strategic plan.</p> <ul style="list-style-type: none"> <li>• <b>Strategic Agility:</b> Demonstrates an understanding of the strategic relationship between effective human resource management and core business functions</li> <li>• <b>Business operations &amp; Logistics:</b> Demonstrates a capacity for understanding the business operations and functions within the organization</li> <li>• <b>Systems Thinking:</b> Makes the business case for HR Management (e.g., return on investment/ROI) as it relates to efficient and effective organizational functioning</li> <li>• <b>Organizational Metrics:</b> Understands organizational metrics and their correlation to business success</li> <li>• <b>Marketing:</b> Markets HR both internally (e.g., ROI of HR initiatives) and externally (e.g., employment branding)</li> <li>• <b>Economic Awareness:</b> Understanding the industry and organization business environment within which the organization operates</li> </ul>	<p><b>Critical Evaluation:</b> The ability to interpret information to make business decisions and recommendations.</p> <ul style="list-style-type: none"> <li>• <b>Decision Making:</b> Makes sound decisions based on evaluation of available information</li> <li>• <b>Critical Thinking:</b> Applies critical thinking to information received from organizational stakeholders and evaluates what can be used for organizational success</li> <li>• <b>Measurement &amp; Assessment:</b> Analyzes data with a keen sense for what is useful</li> <li>• <b>Research Methodology:</b> Delineates a clear set of best practices based on experience, evidence from industry literature, published peer reviewed research, publicly available web-based sources of information and other sources</li> <li>• <b>Inquisitiveness:</b> Identifies leading indicators of outcomes</li> <li>• <b>Knowledge Management:</b> Assesses the impact of changes to law on organizational human resource management functions</li> </ul>

**Leadership & Navigation:** The ability to direct and contribute to initiatives and processes within the organization.

- **Consensus Builder:** Promotes consensus among organizational stakeholders (e.g., employees, business unit leaders, informal leaders) when proposing new initiatives
- **Influence:** Sets the vision for HR initiatives and builds buy-in from internal and external stakeholders
- **Change Management:** Leads the organization through adversity with resilience and tenacity
- **Mission Driven:** Exhibits behaviors consistent with and conforming to organizational culture

**Consultation:** The ability to provide guidance to organizational stakeholders.

- **Problem Solving:** Applies creative problem solving to address business needs and issues
- **Analytic Reasoning:** Analyzes specific business challenges involving the workforce and offers solutions based upon best practices or research
- **Coaching:** Develops consultative and coaching skills
- **People Management:** Serves as an in-house workforce and people management expert
- **Project Management:** Generates specific organizational interventions (e.g., culture change, change management)

## HRC Program Curriculum/Competencies /Objectives

Course Title/Competency (ies) Developed	Course Objectives
<b>AA/EEO</b> <ul style="list-style-type: none"> <li>○ Ethical Practice</li> <li>○ Critical Evaluation</li> <li>○ Leadership &amp; Navigation</li> <li>○ Consultation</li> <li>○ HR Expertise</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the function of the Equal Employment Opportunity Commission.</li> <li>● Describe the purpose of the Governor’s Council on Equal Employment.</li> <li>● Define the difference between EEO and Diversity.</li> <li>● Discuss your agency’s diversity leadership strategy role.</li> </ul>
<b>Classification 101</b> <ul style="list-style-type: none"> <li>○ HR Expertise</li> <li>○ Business Acumen</li> <li>○ Critical Evaluation</li> <li>○ Consultation</li> </ul>	<ul style="list-style-type: none"> <li>● Explain what classification is.</li> <li>● Explain why we classify duty positions in the State.</li> <li>● Describe the three classification processes used to classify merit positions.</li> <li>● Complete the duty statement section of a JAQ.</li> <li>● Create an organizational chart to show proper reporting relationships of a position.</li> <li>● Use the duty statement, organizational chart and class specification to classify a position properly.</li> </ul>
<b>Compensation Basics</b> <ul style="list-style-type: none"> <li>○ HR Expertise</li> <li>○ Critical Evaluation</li> <li>○ Consultation</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the State’s merit pay plan structure, including the concept of the mid-point.</li> <li>● Explain the steps taken in deciding general salary increases and pay scale adjustments.</li> <li>● Calculate employees’ percent of mid-point.</li> <li>● Describe the flexibility provided by the merit rules for compensation regarding new hires, leveling up, promotions, demotions and Selective Market Variations.</li> <li>● Determine if a job is FLSA Exempt or FLSA Non-Exempt based on assigned job duties, wages, and method of payment (salaried or hourly).</li> <li>● Explain how FLSA status affects overtime pay.</li> <li>● Perform advanced starting salary request analysis for new hires to make defensible recommendations in support of internal salary equity.</li> </ul>

<b>Course Title/Competency (ies) Developed</b>	<b>Course Objectives</b>
<b>Conflict Resolution</b> <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Relationship Management</li> <li>○ Ethical Practice</li> <li>○ Consultation</li> </ul>	<ul style="list-style-type: none"> <li>● Define conflict and conflict resolution</li> <li>● Identify your preferred style for handling conflict.</li> <li>● Use effective communication skills to help resolve conflict.</li> <li>● Use the CALM Model to resolve conflicts.</li> </ul>
<b>DEL Online Tutorial</b> <ul style="list-style-type: none"> <li>○ HR Expertise</li> <li>○ Business Acumen</li> <li>○ Critical Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Explain at least 5 steps that should be considered prior to posting a position.</li> <li>● Describe various ways a referral list may be managed once the posting has closed.</li> <li>● Use job related reasons to document and support a hiring decision.</li> </ul>
<b>DiSC/ Personal Profile/Behavioral Styles</b> <ul style="list-style-type: none"> <li>○ Relationship Management</li> <li>○ Leadership &amp; Navigation</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the four different behavioral styles.</li> <li>● Identify their own preferred behavioral style.</li> <li>● Explain the strengths and limitations of each of the four behavioral styles.</li> <li>● Adapt their style to people with different personal behavioral tendencies to build effective relationships.</li> <li>● Develop strategies for working with people with different behavior tendencies to increase productivity.</li> </ul>
<b>Diversity—Food For Thought</b> <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Relationship Management</li> <li>○ Ethical Practice</li> <li>○ HR Expertise</li> </ul>	<ul style="list-style-type: none"> <li>● Define diversity and how it is experienced in the workplace.</li> <li>● Describe at least 5 benefits of a diverse workforce.</li> <li>● Apply strategies to recognize your hidden biases in order to improve relationships with people who are different from you.</li> <li>● Show sensitivity towards American with Disabilities Act (ADA) initiatives, to promote awareness and acceptance.</li> <li>● Identify when communication conflicts or misunderstandings are related to different generations.</li> <li>● Use strategies that facilitate communication across generations.</li> </ul>

<b>Course Title/Competency (ies) Developed</b>	<b>Course Objectives</b>
<b>Ethical Conduct in Government</b> <ul style="list-style-type: none"> <li>○ Ethical Practice</li> <li>○ HR Expertise</li> <li>○ Business Acumen</li> </ul>	<ul style="list-style-type: none"> <li>● Describe three areas of jurisdiction conferred to Public Integrity Commission (PIC) by statute.</li> <li>● Explain the post-employment restriction and define its purpose.</li> <li>● Describe two methods in which issues are brought before the Commission.</li> <li>● Restate the penalties that may be imposed for violations of the Code of Conduct.</li> </ul>
<b>FMLA</b> <ul style="list-style-type: none"> <li>○ HR Expertise</li> <li>○ Business Acumen</li> <li>○ Critical Evaluation</li> <li>○ Consultation</li> </ul>	<ul style="list-style-type: none"> <li>● Identify FMLA rights your employees have.</li> <li>● Determine what to say and what not to say when an employee needs FMLA leave.</li> <li>● Use the best approach to prevent abuse.</li> <li>● Assess real-world scenarios and determine the proper actions.</li> <li>● Balance worker rights and agency needs.</li> </ul>
<b>Fundamentals of Employment and Labor Relations Practices</b> <ul style="list-style-type: none"> <li>○ HR Expertise</li> <li>○ Critical Evaluation</li> <li>○ Consultation</li> <li>○ Communication</li> <li>○ Business Acumen</li> </ul>	<ul style="list-style-type: none"> <li>● Describe steps used to conduct an effective investigation.</li> <li>● Prepare an initial investigation Plan.</li> <li>● Use the Just Cause standards to prepare defensible Discipline documentation.</li> <li>● Distinguish the difference between a Merit Grievance, Collective Bargaining Agreement (CBA) Grievance, and a complaint.</li> <li>● Discuss Merit and CBA Grievance procedures.</li> <li>● Use the Interactive Process to respond to triggers signaling the need for an ADA response.</li> <li>● Identify examples of reasonable Accommodations in the workplace.</li> </ul>

<b>Course Title/Competency (ies) Developed</b>	<b>Course Objectives</b>
<b>HR Basics (online)</b> <ul style="list-style-type: none"> <li>○ HR Expertise</li> <li>○ Business Acumen</li> <li>○ Critical Evaluation</li> <li>○ Consultation</li> </ul>	<ul style="list-style-type: none"> <li>● Identify all available resources used to apply State merit system HR policies and procedures consistently.</li> <li>● Restate basic information about at least three State merit employee benefit programs.</li> <li>● Discuss the six various HR services provided by Office of Management and Budget's, Office of Human Resource Management.</li> <li>● Describe State merit system workplace expectations related to ethics, safety and security.</li> <li>● Explain State merit system probationary periods, performance plans, and performance reviews.</li> </ul>
<b>Know Your State Government (online)</b> <ul style="list-style-type: none"> <li>○ Business Acumen</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the roles of each Branch of State Government.</li> <li>● Identify similarities of how four different agency mission statements' support the State's overall Mission.</li> <li>● Describe the General Election process.</li> <li>● Explain the State's budget cycle, and the impact of the cycle on agency missions.</li> </ul>
<b>Merit Rules</b> <ul style="list-style-type: none"> <li>○ HR Expertise</li> <li>○ Business Acumen</li> <li>○ Critical Evaluation</li> <li>○ Consultation</li> </ul>	<ul style="list-style-type: none"> <li>● Provide a brief overview of the Merit System.</li> <li>● Identify at least 5 resources available to assist managers, supervisors and employees in the interpretation of the Merit Rules.</li> <li>● Discuss merit rule leave benefits related to annual leave, sick leave and compassionate leave.</li> <li>● Explain merit rule disciplinary measures available to supervisors.</li> <li>● Describe at least three steps that may be taken during a probationary period under the merit rules.</li> <li>● Explain Merit Rule Grievance Procedures.</li> </ul>



<b>Course Title/Competency (ies) Developed</b>	<b>Course Objectives</b>
<b>PHRST Inquiry (PHRST HR/Benefits or PHRST Payroll)</b> <ul style="list-style-type: none"> <li>○ HR Expertise</li> <li>○ Business Acumen</li> <li>○ Critical Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● List four benefits of having PHRST <u>foundation tables</u> centrally maintained.</li> <li>● Describe at least three Job Data pages and their functions.</li> <li>● Navigate within the PHRST system to view human resource information such as FTE Appropriations, position management, employee data, and payroll and tax information.</li> <li>● Use PHRST search pages to locate People, Job Summary information, and Job Inquiry information.</li> <li>● Explain the difference between On Demand Reports and Document Direct Reports.</li> <li>● Use PHRST to run on demand reports.</li> </ul>
<b>Principles of Quality: An Introduction</b> <ul style="list-style-type: none"> <li>○ Critical Evaluation</li> <li>○ Business Acumen</li> <li>○ Leadership &amp; Navigation</li> </ul>	<ul style="list-style-type: none"> <li>● Describe paradigms and their impact on organizational change.</li> <li>● Describe the elements of a quality culture.</li> <li>● Explain systems thinking and the two causes of variation.</li> <li>● Explain the interdependence between systems thinking, variation, knowledge and human behavior</li> </ul>
<b>Put It In Writing</b> <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Critical Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Write with clarity so the reader cannot possibly misunderstand.</li> <li>● Write and organize your thoughts faster without false starts and rewrites.</li> <li>● Write with an image that pleases the reader and dignifies you and your company.</li> </ul>
<b>Quality Service in the Public Sector</b> <ul style="list-style-type: none"> <li>○ Relationship Management</li> <li>○ Business Acumen</li> <li>○ Communication</li> </ul>	<ul style="list-style-type: none"> <li>● Describe Quality Customer Service.</li> <li>● Describe how Customer Service differs in the Public Sector Vs. the Private Sector.</li> <li>● Explain the Types of Listening Skills and When to Use Them.</li> <li>● Discuss Techniques and Skills for working with difficult Customers.</li> </ul>

<b>Course Title/Competency (ies) Developed</b>	<b>Course Objectives</b>
<b>Safety, Security, Worker's Compensation and Return to Work.</b> <ul style="list-style-type: none"> <li>○ HR Expertise</li> <li>○ Business Acumen</li> <li>○ Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Identify steps that can be taken to prevent workplace violence.</li> <li>• Restate personal security tips that will help employees avoid becoming a victim of crime when out and about or at work.</li> <li>• Compute basic compensation entitlements for State of Delaware Employees.</li> <li>• Explain steps that should be taken in a return to work program.</li> <li>• Contrast the actions an employer should take for an injured employee as opposed to an injured visitor.</li> <li>• Describe the benefits of having a Safety Committee and Safety Champion.</li> </ul>
<b>Selection Interviewing Tutorial (online)</b> <ul style="list-style-type: none"> <li>○ Critical Evaluation</li> <li>○ Communication</li> <li>○ Business Acumen</li> <li>○ HR Expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how Job Requirements are determined for candidate selection.</li> <li>• Describe at least 3 benefits gained from conducting a job interview.</li> <li>• Discuss 5 types of questions to consider when preparing interview questions.</li> <li>• Explain steps in planning an interview.</li> <li>• Discuss common pitfalls to avoid when making a selection.</li> </ul>
<b>Sexual Harassment Prevention (online)</b> <ul style="list-style-type: none"> <li>○ HR Expertise</li> <li>○ Ethical Practice</li> <li>○ Critical Evaluation</li> <li>○ Leadership &amp; Navigation</li> <li>○ Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Define Sexual Harassment.</li> <li>• Discuss the two types of sexual harassment.</li> <li>• Explain "Reasonable Person" standards, and how it applies to sexual harassment.</li> <li>• Describe the four factors used to determine sexual harassment.</li> <li>• Explain Management's responsibility when responding to reports or complaints of sexual harassment, to include confidentiality.</li> </ul>
<b>Course Title/Competency (ies) Developed</b>	<b>Course Objectives</b>
<b>Statewide Benefits</b> <ul style="list-style-type: none"> <li>○ HR Expertise</li> <li>○ Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Define HR/Benefit Representative responsibilities and Employee responsibilities related to Statewide Benefits.</li> <li>• Access SBO communications to stay current on benefit programs.</li> <li>• Explain how State of Delaware employee benefit programs are established.</li> <li>• Use the Group Health Eligibility and Enrollment Rules to determine employee benefits eligibility.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the various benefit programs available to State of Delaware employees.</li> </ul>
<b>State Budget and Accounting</b> <ul style="list-style-type: none"> <li>Business Acumen</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the State is funded.</li> <li>Describe the application of at least four different types of funds in the budget.</li> <li>Discuss the difference in roles between the Treasury Office, Department of Finance, and the Office of Management and Budget.</li> </ul>
<b>Understanding Deferred Compensation</b> <ul style="list-style-type: none"> <li>HR Expertise</li> <li>Consultation</li> </ul>	<ul style="list-style-type: none"> <li>Explain the three plans (457b, 401a and 403b) that make up Delaware's Deferred Compensation Plan.</li> <li>Describe eligibility requirements to participate in the State's Deferred Compensation plan including 457b, 401a and 403b.</li> <li>Describe the advantages of participating in Deferred Compensation.</li> <li>Discuss HR representative's do's and don'ts of supporting employees in the Deferred Compensation Plan.</li> <li>Explain safeguards put in place to protect Deferred Compensation Plan investments.</li> </ul>
<b>Course Title/Competency (ies) Developed</b>	<b>Course Objectives</b>
<b>Understanding the State Employees' Pension Plan</b> <ul style="list-style-type: none"> <li>HR Expertise</li> <li>Critical Evaluation</li> <li>Business Acumen</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the State Employee's Pension Plan is funded.</li> <li>Describe the retirement eligibility factors for Service, Reduced Service, and Vested retirement.</li> <li>Identify the 5 different Buy-In Options available at retirement.</li> <li>Explain Creditable Compensation and Pension Creditable Service credit.</li> <li>Compute state employees estimated pension benefits.</li> <li>Explain the words Beneficiary and Survivor as they relate to a pension benefit.</li> <li>Restate information about health and dental programs made available to retirees, including coverage, state share, changes, and plans.</li> </ul>
<b>Using the EAP as a Performance Improvement Resource</b> <ul style="list-style-type: none"> <li>Communication</li> <li>Relationship Management</li> </ul>	<ul style="list-style-type: none"> <li>Describe the Supervisor's role in the referral process to HMS/EAP.</li> <li>Explain the 5 step referral process to refer employees to HMS/EAP</li> </ul>

<ul style="list-style-type: none"> <li>○ Critical Evaluation</li> <li>○ Consultation</li> </ul>	<ul style="list-style-type: none"> <li>● Identify at least 5 tips for coping with employee reactions during your interview with an employee.</li> </ul>
<b>Workforce Planning</b> <ul style="list-style-type: none"> <li>○ HR Expertise</li> <li>○ Business Acumen</li> <li>○ Critical Evaluation</li> <li>○ Leadership &amp; Navigation</li> <li>○ Consultation</li> </ul>	<ul style="list-style-type: none"> <li>● Identify at least two workforce trends the State must plan for.</li> <li>● Describe how future dynamics may impact the workforce in the United States.</li> <li>● Explain factor to consider in recruiting plans for different age groups.</li> <li>● Determine turnover rate averages and the impact on the agency.</li> </ul>

Course Title/Competency (ies) Developed	Course Objectives
<b>Workplace Communication and Active Listening</b> <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Relationship Management</li> </ul>	<ul style="list-style-type: none"> <li>• Use the Five Critical Elements of Communication Model to make you a more responsible speaker</li> <li>• Identify your preferred communication style and adapt the way you communicate to meet the needs of your audience</li> <li>• Recognize the importance of non-verbal cues and use them to increase the effectiveness of your communication</li> <li>• Create and maintain healthy communication boundaries that foster an environment of open communication</li> <li>• Use active listening skills to increase your ability as an effective and responsive listener</li> <li>• Develop strategies to overcome common barriers to effective listening.</li> </ul>